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ABSTRACT

The purpose of the Benjamin Franklin Urban League Street Academy Program is to help students stay in school, help dropouts to return to school, or help students enter the job market. The program was evaluated in three categories: East Side Cluster Service, summer enrichment, and educational programs. The major evaluation objectives were to determine whether participants in the education program continued their education and/or became successfully employed; and whether the participants exhibited self-confidence to achieve in educational settings. Methods of evaluation included information from interviews, school and employee records, and questionnaires. Over 78 percent of those who graduated from both phases of the Academy Program and 64 percent of those who left the Academy prior to graduation either continued their education and/or became successfully employed. The students tended to exhibit some hopelessness with regard to their futures, but in general saw education as valuable, and the Academy as a place where they were accepted by persons in whom they had confidence. The report concludes that the educational phases of the Street Academy are in accord with goals at a level far above what one would expect. (Author/JW)

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FINAL REPORT OF THE EVALUATION OF THE

1969-1970

BENJAMIN FRANKLIN URBAN LEAGUE STREET ACADEMY

UD011238

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1969-70 school year.

TEACHING & LEARNING
RESEARCH CORP.

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BENJAMIN FRANKLIN URBAN LEAGUE STREET ACADEMY

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Third, to the Administrative Staff of the school in which the project operated. And finally, with greatest appreciation to the staff and participants of the Benjamin Franklin Street Academy Program, especially Mr. Frank Townsend, and Miss Betty Rintoul.

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EXECUTIVE SUMMARY

The primary mission of the Street Academy Program is to help students to stay in school or to help dropouts to return to school, or enter the world of work prepared and motivated to adjust and achieve satisfactorily.

The Benjamin Franklin Street Academy was first organized in 1968. This program was funded and coordinated by three main agencies working in close cooperation with various community groups within its district area. The central funding came from the New York City Board of Education. Subsequent funding in all aspects other than educational materials and salaries came from independent community corporations, such as the First National City Bank, and a community agency, the Urban League, which also served in an administrative advisory capacity.

The Street Academy itself is located in two offices, one at 2241 First Avenue, and another nearby office on 116th Street. The offices serve as a general storefront location, in close proximity to Benjamin Franklin High School, for purposes of providing tutoring, counseling and some measures of social services to drop-out, disadvantaged, or socially handicapped youth of the neighborhood School.

The services of the Street Academy Program were viewed by the evaluation staff of Teaching & Learning Research Corp. as falling into one of three categories: East Side Cluster Service, summer enrichment, and educational. The latter, the educational, is divided into two phases. Phase one is essentially oriented toward motivating dropouts to want to continue with their education and is sometimes referred to as the Street Academy. Phase One, for one person, may simply emphasize encouragement to stay off drugs long enough to read a book or participate in some Program activity. The aim is to move students to Phase Two.

Phase Two* is more academically structured, offering classes in English, Biology, Science and Mathematics. The level of instruction is on the junior high school level and is designed to move students to further academic attainments such as those offered by Benjamin Franklin High School, and parochial and private high schools in the area.

* Phase Two is referred elsewhere as the Academy of Transition.

The East Side Cluster Program provides assistance to potential dropouts in Benjamin Franklin High School by offering direct counseling when sought, tutorial assistance to students who seek such aid, a recreation program in the Benjamin Franklin High School gym, after hours, and a personal counseling and employment service to dropouts who are referred by school personnel, or who seek such aid.

Approximately four to five hundred students participated in general services activities, and nearly 100 were in Phases One and Two, the Street Academy and the Academy of Transition. While most of the students provided with general services were from the Benjamin Franklin school area, students in Phases One and Two, the Street Academy and the Academy of Transition, came from a wider area of the city.

Objectives and Methods of Evaluation

The major evaluation objectives of this study focused on determining the extent to which those who were participants in Phases One and Two of the Street Academy Program:

1) continued their education and/or became successfully employed

2) exhibited self-confidence to achieve in educational settings

More limited objectives of this evaluation study were to assess the extent to which students in the Academy Program indicated that they valued education, and in turn, were valued and accepted by the Academy staff.

It was also a purpose of this study to make an assessment of the strength and weaknesses of Phases One and Two of the Academy Program based on on-site observations and interviews, as well as the analysis of data relevant to the above.

Methods of evaluation included: (1) data collected from interviews with employers, school and Academy staff, and students; (2) school and employee records data on vocational and academic status; and (3) questionnaire data assessing alienation; descriptive statistics were used to describe the populations of which there were four: those who entered programs in the fall, winter, early spring, and spring and summer.

Findings and Interpretations

According to information provided by the Academy staff, over 78% of those who graduated from Phases One or Two of the Academy Program and 64% of those who left the Academy prior to graduation continued on with their education and/or became successfully employed. Students in the Program tended to exhibit some hopelessness with regard to their futures but in general saw education as valuable, and the Academy as a place where they were accepted by persons in whom they had confidence.

Employers indicated that the students from the Academy were as well or better motivated and prepared for their work than most. Community persons and school personnel were also very supportive of the program. The communication between the Academy and schools up to mid-year was strained, but it appears that efforts are now being made to overcome such problems.

Conclusions and Recommendations

It appears that the educational phases of the Street Academy are in accord with goals at a level far above what one would expect. Working with inner-city dropouts who are characterized in other research as alienated from education and society, rejecting of school staff and services, subject to drug abuse and other legal violations, and suffering from a long history of academic failure, the Street Academy and the Academy of Transition phases have resulted in approximately 75% of these former dropouts voluntarily continuing with their education. These students were found to generally value education, the Academy and its staff. The employers of these students who became employed, valued the service of the Academy. The parents, other students, and community persons all were generally high in their praise of the Academy.

The Benjamin Franklin Street Academies staff was observed to be an extremely dedicated group of men and women who are genuinely concerned about the youth and local community they serve. On the basis of our contact, we believe most of the participants of the program genuinely admire and respect the staff of the Academy, and appreciate the concern and facilities available to them, however limited.

Serious limitations of the past have been poor communication and a lack of professional and physical resources. In the latter part of the year, more professional teaching assistance was being offered by the administration and staff of Benjamin Franklin High School, and the Academy staff was, in turn, making more contacts with the school.

The status of the Academy vis-a-vis Benjamin Franklin High School should be more clearly defined and the administration as well as the general staff should be informed about their working relationships.

Personnel from the school system and the Academy should explore how students from the Academy who want to return to Benjamin Franklin High School might be aided in securing academic credit for work completed at the Academy.

It would also be helpful to coordinate teacher seminars between high school and Academy staff on techniques for reaching and teaching these students. Perhaps it could be arranged for Academy teachers to attend department meetings, and high school faculty could participate in seminars or staff meetings at the Academy.

More adequate procedures for placement of students in the program should be developed. Students often arrive without necessary records and professional resources for assessing the educational status of students.

In summary, one comment by the Director of the Academy, "We are spread too thin...we lack sufficient resources," which was reinforced by all parties and our observations, sets the stage for the most important of our recommendations. We believe that those responsible for this program should give very serious attention to either of two implications.

1. The Academy should reduce the scope of the services it offers, and concentrate their current resources on a fewer number of dropouts, or

2. The Academy should have its resources expanded so as to more adequately meet the needs of the several hundred it is currently attempting to serve. (It should be noted that the expansion of resources also refers to the addition of more professionally trained staff).

Unfortunately, neither of these recommendations offer easy solutions.

The acquisition of additional funds and staff is a most difficult task in any system. And, of course, the concentration of current resources on fewer students may mean leaving many students without serious needs being met. Either alternative, however, is preferable to the consequences of "spreading ourself too thin", which we believe to be particularly true in this program.

CHAPTER I

STREET ACADEMIES PROGRAM

New York's first street academy was established in 1962, when a group of "street" volunteers rounded up some Harlem dropouts and persuaded them to join remedial classes in a church. Among the dropouts were Harlem's toughest young delinquents - gang leaders, drug addicts and teenage hustlers. They were taken off the streets and motivated to study so they could go back to high school, and possibly go on to college.

The Street Academies Program, as we know it today, was formally established in the summer of 1963 by the Urban League of Greater New York. It was a Harlem network of informal schools operated by teachers and "streetworkers" in abandoned storefronts. Its aim was, and is, to raise the educational sights and achievements of high school dropouts from New York's inner city.

In September 1966, A Report on the Street Academy Educational Project - A Program of the New York Urban League[1], stressed the positive potential of ghetto adolescents and set forth the premise that "...about seventy percent of the teenagers who live on the streets of our depressed areas, many of them high school dropouts, could go on to junior colleges or colleges if given a quality educational opportunity and motivational support..." It expressed the belief that the means of reaching such adolescents was the "streetworker" described as "the very heart of the Urban League Program," who attempts to establish positive relations with the adolescents, lives right in the same neighborhood, and is literally always available for support.

As of May, 1969, through the Street Academies, more than eight hundred teenage "unemployables" have received, or are now receiving crash educational programs. And if college placement is any criterion of success, two hundred youngsters once considered "incorrigible" are now in colleges and universities around the country.[2]

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1 Guerriero, Michael. The Benjamin Franklin High School Urban League Street Academies Program. Evaluation of ESEA Title I Projects in New York City, 1967-68. New York: Center for Urban Education, Educational Research Committee, December 1968. (Available from ERIC, document # ED 034000).

2 Abend, J. Street Academies: New York's New Deal for Ghetto Dropouts. Nations Schools, May 1969, 83, 66-69.

THE BENJAMIN FRANKLIN STREET ACADEMY

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The Street Academy itself is located in two offices, one at 2241 First Avenue, and another nearby office on 116th Street. The offices serve as a general storefront location, in close proximity to Benjamin Franklin High School, for purposes of providing tutoring, counseling and some measures of social services to drop-out, disadvantaged, or socially handicapped youth of the neighborhood school.

The services of the Street Academy Program were viewed by the evaluation staff of Teaching & Learning Research Corp. as falling into one of three categories: East Side Cluster Service, summer enrichment, and educational. The latter, the educational, is divided into two phases. Phase One is esentially oriented toward motivitating dropouts to want to continue with their education and is sometimes referred to as the Street Academy. Phase One, for one person, may simply emphasize encouragement to stay off drugs long enough to read a book or participate in some Program activity. The aim is to move students to Phase Two.

Phase Two is more academically structured, offering classes in English, Biology, Science and Mathematics. The level of instruction is on the junior high school level and is designed to move students to further academic attainments such as those offered by Benjamin Franklin High School, and parochial and private high schools in the area.

The East Side Cluster Program provides assistance to potential dropouts in Benjamin Franklin High School by offering direct counseling when sought, tutorial assistance to students who seek such aid, a recreation program in the Benjamin Franklin High School gym, after hours, and a personal counseling and employment service to dropouts who are referred by school personnel, or who seek such aid.

Approximately four to five hundred students participated in general service activities, and nearly 100 were in Phases One and Two, the Street Academy and the Academy of Transition. While most of the students provided with general services were from the Benjamin Franklin school area, students in Phases One and Two, the Street Academy and the Academy of Transition came from a wider area of the city.

PROPOSED OBJECTIVES AND SERVICES

The major mission of the Benjamin Franklin Street Academies as it was originally designed in function, purpose and concept is:

> To help students to stay in school and to help drop-outs return to school or to enter the world of work, prepared and motivated to adjust and achieve satisfactorily.

In order to achieve its general mission, the Street Academy was to provide, when necessary, assistance to students and drop-outs in:

1. Overcoming academic and vocational weaknesses, through preparation and motivation for higher education.

2. Remediation of below-level academic skills.

3. Developing positive attitudes toward self, school, and society.

4. Overcoming feelings of alienation and helplessness and to aid in the solution of personal problems.

5. Acquiring a sense of identity with education as a concept and as an institution relevant to one's self.

During the 1969-1970 school year, the Street Academy was staffed by one teacher, whose job was to oversee the program, and two additional teachers who were to provide instruction and related activities. Seven student advisors were to be made available to counsel, instruct, and offer remedial services to the pupils. The proposed responsibilities and duties for the teachers and instructors were to be threefold:

1. Displaying mature concern for students' total life existence.

2. Innovating educational techniques for remediation of learning disabilities.

3. Being sufficiently familiar with the pupils' community, to maintain a relevant approach to the pupil on an educational and personal basis.

The Street Academies, as proposed, was to service about 500 high school students who had dropped out, or students who were about to drop out of Benjamin Franklin High School and other high schools in the area. The age range to be served was 14-20 years, and the grade range was 9-12. The Street Academy was also to serve 300 out-of-school youths from neighboring parochial schools in the East Harlem community. The Street Academy, as originally proposed, was to service only students who had been referred by the guidance staff of Benjamin Franklin High School, or other high schools; from student advisors; and social service agencies. The Academy was to be open daily from 9:00 A.M. until 9:00 P.M., Monday through Friday and be in operation twelve months a year.

The Street Academy and Academy of Transition

These phases of the Program include structured activities aimed at academic rehabilitation.

In the beginning of the 1969-70 Program, thirty-five students were registered initially for academic classes, out of which 30 attended regularly, and were divided into three classes of ten. Three teachers instruct four subjects: (a) English; mainly reading (b) Biology, (c) mathematics; (d) social sciences.

The Academy had been graduating its trainees every two months, but this period was extended to three months. The project graduated 14 students in November 1969, 19 students in January 1970, and an additional 4 students in April 1970. Graduation of participants was based on a change in attitude, record of attendance, and aptitude tests.

Originally, 70% of the participants were referrals from Benjamin Franklin High School, while the remaining 30% came from different high school populations of the community who came to the area. However, this is no longer the case, as many more of the current participants have backgrounds from parochial and other high schools.

The Director of the Academies stated that the referrals often have negative attitudes toward their high school and upon graduation did not wish to return to the school from which they came.

In order to counter this problem and continue the rehabilitation of its graduates, the Academy altered its program by the creation of Phase Two, The Academy of Transition. This phase of transition aims to provide the Street Academy graduates with further preparatory work and cultivates their aptitude for further education. As stated previously, this phase of the program is structured more similarly to traditional school programs where classes in biology, reading, social sciences, and mathematics are taught. It appeared, on the basis of observations by the Teaching & Learning Research Corp. staff that the level of instruction for most participants is at the junior high school level.

After 5 months in the Academy of Transition, the students are selected on the basis of examinations to be passed to other, more advanced programs, such as those offered by Benjamin Franklin High School, Harlem Preparatory School and the Newark Preparatory School.

The East Side Cluster Service

The East Side Cluster Service works in conjunction with the Street Academy. However, while the Street Academy caters to those students who desire future studies, the Cluster Service strives to offer diversified community service to adolescents of the neighborhood of varied ages and academic status. The East Side Cluster Service is open daily from 3:00 P.M. until 9:00 P.M. Usually the young age groups come in the early evening, followed later by the older high school students.

Activities of the Cluster Service include tutoring, counseling, and many other informal rehabilitation activities directed toward personal, social and miscellaneous problem areas. Furthermore, the Cluster Service participants share with those of the Street Academy in joint activities, such as the Gym Program and the Cultural Enrichment Programs. The Academy is also involved in camp placement, private school and college placement, and job placement. These services are handled mainly through the Urban League. A third annual report of the East Side Cluster Service also indicates the insertion of "encounters" into the program. Through a controlled verbal confrontation, the "encounters" aim at "getting at the root of imbedded, deepseated problems".

THE EMERGENCE OF NEW FUNCTIONS

Our first observation of the Street Academy Program came about one afternoon in the Administration and Cluster Office,

located on East 116th Street. An informal session had been prearranged between representatives of Teaching & Learning's evaluation team and the staff of the Academy. Present were Mr. Frank Townsend, the Head Administrator of the Academy, Mr. Marion Gathers, Assistand Administrator, Mr. Bill Botzow, a tutor and streetworker for two years, a secretary, two other streetworkers, and several neighborhood youngsters who were participants in the program.

Issues

After a brief but informative discussion of the Academy, it became quite apparent that almost the entire paper definition of the Academy and related functions were perceived by the Academy staff as largely irrelevant to the needs of the community and to the individuals it purported to serve. It was felt that this was due to its total lack of approach to basic problem areas. Mr. Townsend indicated that the situation of the Academy and its interrelated functions in keeping with the objectives of the program as initally structured, was too limited and didn't allow for the latitude necessary in the intense personal confrontations which were basic ingredients in establishing individual and community relations. A brief example illustrating this point is that many youths who are participants, are not referred by the Benjamin Franklin High School guidance staff, but are located by streetworkers outside of school and neighborhood stores; or are students and drop-outs who voluntarily come in from the streets on their own. Thus, the Academy staff saw the need to broaden the horizons of the Academy not only with reference to school referrals, but in the "streets" themselves. This innovation led to intense personal situations where the Academy involved itself with not only social services of a referral nature, which was limited, but intricate and complex personal problems, ranging from drugs, jail, legal advice, and the full gamut of social worker services in the guidance and counseling of individual pupils. This presented an obvious problem of reduced time allocated to each student, and increased the work load of the streetworkers, who were also tutors. Also, the servicing of up to 500-600 students from all parts of the district area is impossible due to the obviously inappropriate ratio of teachers and facilities to students.

As new needs appeared in the neighborhood and were recognized, further attempts were made to increase the relevancy of the program. One specific problem which came to the attention of the Academy was the need for recreational facilities for the Cluster and Academy pupils and the neighborhood youths. The Academy acquired the use of the Benjamin Franklin High School gym in the evening hours, and this program met with instant success: 50 to 100 youths participated in varied and regulated activities each night. Again, one

drawback presented itself, that of the even-thinner spreading of the Academy staff, and increasing work load. Yet, while this program was viewed by the Academy staff as extremely necessary, it had not been planned as part of the original structure.

Priorities

Philosophically, one of the sub-goals of the Academy is to create and initiate grass-roots relationships on an individual and community basis, to strengthen the environment of the district area, and to establish mutual trust, communication and legitimate concern within the local community. The staff of the Academy considers the attainment of these sub-goals as prerequisite, in many cases, to any educational remediation. In many instances, it appears to be the only avenue for establishing and implementing an honest, truthful situation which is so important in a program meant to re-orient and re-direct educational or social dropouts back into a legitimate social role.

A Problem of Resources

While ideal on paper, the attainment of the ambitious goals of the Academy have been hindered by lack of human and material resources. Mr. Townsend complained that the project has limited personnel, teachers, and administrators, and the staff must perform multiple duties which exceed their officially defined roles.

The supply of books, paper, pencils and other instructional materials are very limited. While increasing job loads, the salary for each worker--teacher or administrator--has not been increased commensurate with work. Discussion with the personnel of the Academy suggest that they are extremely frustrated in not being able to acquire what they believe to be sufficient funds to provide the many needed services. Mr. Townsend also expressed some concern that the higher echelon of the administrative hierarchy on the Board of Education does not have the "feel" of the street-work concept, and that it is not responsive to the Academy's immediate demands. He also recommended the opening of prep-schools related to the Academy and that streetworkers follow with graduate students, for a continuous development.

It was not determined in this evaluation study how the opening of additional prep-schools would affect the Street Academy programs. The utilization of graduate students to provide follow-up services was recognized by Teaching & Learning Research Corp. evaluation staff as meeting one need of the programs. The long range effects of the Academy simply can not be assessed at this time because resources have not been provided.

CHAPTER II

EVALUATION OBJECTIVES AND PROCEDURES

The evaluation questions guiding this study were drawn from two main sources: the formal goals of the Benjamin Franklin Street Academy as set forth in the official proposal for the Academy; and the emerging informally articulated goals for the Academy expressed by students, parents, community persons, school staff, and academy personnel. They are as follows:

A. To determine the proportion of students who during the 1969-1970 school year:

1. entered but did not graduate from the Academies Program, and are (a) not in another school program, or (b) not satisfactorily employed according to Academy staff standards;

2. entered but did not graduate from the Academies Program, but (a) enrolled in another school, (b) obtained fulltime satisfactory employment, or (c) engaged in a combination of work and school roles;

3. entered and graduated from the Academies Program, but are (a) not in school, or (b) not satisfactorily employed;

4. entered and graduated from the Academies Program, and are (a) currently in school, (b) satisfactorily employed, or (c) currently combining part time school and part time employment.

B. To determine the extent to which dropouts participating in the Academies Program for three or more months exhibit self confidence to achieve in school settings by initiating and applying for more advanced educational opportunities. One behavioral manifestation of the neighborhood dropout's trust and hope in Academy resources will be reflected in the extent to which dropouts in the neighborhood come to the Program seeking assistance without being officially referred to it. Another manifestation of self-confidence will be the extent to which students complete the Program.

In order to attain these objectives, it was decided to determine what the educational employment status was of dropouts who had been referred to, and participated in, the Street Academy programs. Because of possible differences due to the time a person entered the academy, we followed up students who entered the four cycles: July 1969 to September 1969; September 1969 to January 1970; February 1970 to May 1970, and May 1970 to present, July 1970. In addition, the employment and educational status of those who graduated from the Academy versus those who entered and left was determined.

C. To assess the attitudes and opinions of employers who were supervising students who had been in the Academy. We felt that the interviews with these employers would provide one independent source of data about how well prepared for employment persons were who had been serviced by the Academy.

D. To assess the extent to which students in the Academy balued education, and in turn, perceived that they were valued and accepted by theAcademy staff. Such an assessment would provide a base line for future evaluation studies. At this stage, characterizing the attitudes of participants is limited by a lack of normative or control group information.

E. To come to some over all conclusions about the conduct of the Academy and to make recommendations for its future. In addition to the attainment of the above objectives for arriving at conclusions and recommendations, it was deemed necessary to develop impressions based on on-site observations and interviews with school and Academy staff and students.

Logistical Difficulties

The collection of data required by the evaluation design was severely hampered by factors outside of the influence of the Teaching & Learning Research Corp. evaluation team. As we moved into this phase of activity we were required to spend three times the man hours allocated to assist the staff in the identification and coding of the basic statistical data needed. It should be pointed out, that the lack of a systematic record keeping process, which is a major weakness of the existing program, is known to the program administrators,and they expended much time and effort working with the evaluators in gathering the data.

To facilitate the process and to guard against this problem for future evaluations, it was necessary to determine why specific information on program participants was not available. Our investigations revealed that:

1. Absence of budgeted secretarial funds for 1969-1970 resulted in:
   a. no systematic form of record keeping.
   b. incomplete record cards
   c. no time for record keeping (by administrators, teachers, street workers because of the number of students requiring counseling, and educational services).
   d. inaccurate and incomplete attendance data
   e. many records being destroyed through vandalism
   f. no available funds for consultants to assist in determining ways to keep systematic records with minimal effort, or design the system necessary to obtain basic information on students.

2. In establishing priorities, it appears that the Academy Staff emphasized that providing services is more important than record keeping and major staff efforts were expended to this end. This may certainly be a legitimate orientation, but unless minimal record keeping is conducted, it will be impossible to determine the efficacy of the services said to be provided.

3. Transcriptions which were requested from schools were xeroxed without including the cumulative reading and Mathematics scores making assessment of initial academic standing of students difficult. In addition, achievement and other data was missing from school records of many students who were placed in the Academy program. Thus, it was impossible to determine the appropriateness of student placement in the Program. It was also impossible, therefore, to determine the extent to which academic deficiencies had been lessened.

4. Many schools from which students came, had no records of attendance or incomplete files.

5. Spanish speaking and southern Blacks have used, in many instances, several different names, or teachers have recorded differing interpretations of unusual names.

For these reasons, greater evaluation emphasis had to be placed in this study on observation and interviews with knowledgable professional staff community leaders and parents than was originally planned.

CHAPTER III

EDUCATIONAL AND OCCUPATIONAL ATTAINMENTS

As previously discussed, there is considerable consensus among school, community, and Street Academy personnel that the Academy has as its prime function helping drop-outs return to school or enter the world of work, prepared and motivated to adjust and achieve satisfactorily. To achieve this objective the Academy may help drop-outs overcome below-level academic skills; develop the motivation for higher levels of education or satisfactory employment; acquire positive attitudes toward self, school andsociety; overcome feelings of alienation and helplessness; and find a sense of identity with, rather than a sense of isolation from, the concept of education. The ultimate test of the Street Academy program, however, is answered by looking to see what happens to the drop-outs after entering the Academy. To the extent that the drop-out who enters the Academy initiates and continues in his education, or satisfactorily enters the world of work, the Street Academy is a success. To the extent that the drop-out remains on the streets with no change in his "life chances," the program has failed to achieve its stated mission.

OCCUPATIONAL AND EDUCATIONAL STATUS

As shown in Table 4.1, 47 students were enrolled in Cycle I from July 1969 to September 1969; 21 were enrolled in Cycle II from September 1969 to January 1970; 26 were enrolled in Cycle III from February 1970 to May 1970; and 40 were enrolled in Cycle IV from May 1970 to June 1970. Since these are not mutually exclusive categories, and since a re-cycled student will be counted more than once, the sum of the numbers in each program does not represent the total student number.

Table 4.1 Enrollment of students in cycles, 1969-1970 school year.

CYCLE	PERIOD	NUMBER ENROLLED
I	7/69-9/69	47
II	9/69-1/70	21
III	2/70-5/70	26
IV	5/70-6/70	40

STUDENTS WHO ENTERED CYCLE I (7/69-9/69)

Table 4.2, reports a follow-up of the status of students who entered Cycle I. It showed that of the 47 students who initally enrolled in the short two month program offered in Cycle I, over 51 percent continued with their schooling or are satisfactorily employed (employment status will be elaborated on in a later section). Unfortunately, about 40 percent dropped out of school or got into serious trouble with authorities. However a success rate of 56 [1] percent is more than the evaluation team expected given the serious problem of youth who enter the Academy.

Table 4.2 Status (May 1970) of students who entered Cycle I* 7/69-9/60

CYCLE I* Status as of May 1970	No.	Percent	
In School			
Graduated from PhaseI and moved to Academy of Transition, Phase II	14	30%	56%
Continued in Street Academy	6	13	
Employed	4	8	
Left City/No information	4	8	
Dropped out of school	12	25	
In jail	6	13	
Drug abuser	1	2	
Total	47	99%**	

* 2 month program
** Less than 100% due to rounding errors.

STUDENTS WHO ENTERED CYCLE II (9/69-1/70)

The data for students who entered Cycle II, as shown in Table 4.3, is more difficult to interpret. However, 81 percent of these students are still in school on a full or part time basis which is certainly in accord with the mission of the Street Academy.

[1] This percentage represents 24 successes out of 43, ignoring the 4 students who left the city.

Table 4.3, Status (May 1970) of students who entered Cycle II* (9/69-1/70)

CYCLE II Status as of May 1970	No.	Percent	
In school			
Academy Transition	10	48%	81%
Continued	7	33	
Dropped out of school	4	19	
Total	21	100%	

STUDENTS WHO ENTERED CYCLE III (2/70-5/70)

The findings reported in Table 4.4, show that 76 percent of the students remained in school, and again this is in accord with the prime mission of the Street Academy.

Table 4.4, Status May (1970) of students who entered Cycle III* (2/70-5/70)

Cycle III Status as of May 1970	No.	Percent	
In School			
Academy of Transition	8	31 %	76%
Street Academy	12	45	
In jail	2	8	
Dropped out of school	2	8	
Pregnant	1	4	
No information	1	4	
Total	26	100%	

* Three or more month programs

STUDENTS WHO ENTERED CYCLE IV (5/70-7/70)

Obviously, it will be several months yet before the impact of the programs conducted during Cycle IV can be determined and is therefore not a major focus of this evaluation report. As a matter of interest, however, there were 40 students enrolled in the program as of July 15, 1970, of whom 24 were in the Academy of Transition, and 16 were in Phase I, the Street Academy.

THE EFFECTS OF GRADUATING FROM THE ACADEMY

The findings reported above do not present a picture of the full time and part time status of students, or of the status of those who graduated from a Street Academy program in contrast to those who entered but left prior to graduation.

The findings reported in Table 4.5 indicate further education was begun by 81 percent of those persons who graduated from a Street Academy program. Of those who entered and left the Academy prior to graduation, 64 percent continued with their education.

It would appear that when students graduate from the Academy, there is more likelihood that they will continue their education. However, the fact that 64 percent of those who enter and leave prior to graduation from the Academy also continue on with their education is an index of the contribution of the Street Academy.

The reader is cautioned, however, not to over generalize these findings. During the short period of this evaluation study it was impossible to make a long term assessment of whether those who were maintaining educational pursuits as of May 1970 would continue these pursuits in succeeding school years. It is of course, whether they continue their education that marks the definitive test of the Academy Program.

Table 4.5 School and employment status of dropouts who entered the Street Academy Programs during the 1969-1970 school year

Status as of May 1970	No.	Percent	
A. Graduated from a Street Academy Program			
1. Full time student	23	62	81%
2. Full time employed	1	3	
3. Part employed and part time school	6	16	
4. Not in school, part time employed	0	0	
5. Part time school, not employed	0	0	
6. Not in school, not employed	7	19	
Total	37	100 %	
B. Entered but left Academy prior to graduation			
1. Full time student	23	41	64%
2. Full time employed	8	14	
3. Part employed and part time school	5	9	
4. Not in school, part time employed	0	0	
5. Part time school, not employed	0	0	
6. Not in school, not employed	10	18	
7. No information	10	18	
Total	56	100 %	

ACCOUNTING FOR ATTAINMENTS

Unfortunately, due to a lack of funds, records and data were not available to assess if it was an emphasis on academic remediation which resulted in the high success rate of further educational involvement and attainments by persons participating in the Street Academy and the Academy of Transition.

The behavioral evidence of further educational attainments which is volitional, is, perhaps the strongest kind of evidence that the dropouts had acquired the motivation and self-confidence to further their education and that they viewed education as relevant to their hopes and desires.

Certainly a dropout who chooses to continue his education should not be considered as completely alienated from society or education. In an attempt to get at certain dimensions of what is sometimes referred to as alienation, the students were administered a questionnaire. Six items were used to assess the extent to which students who were in the Program, two or more months, valued education in general. Another six items were used to assess the extent to which the students believed they were valued and accepted by the Academy staff.

It should be noted, however, that this data is merely descriptive of these students and was collected primarily to provide a base line for future evaluations. At this time, there is no normative or control group data to state how these student's responses compare with others, and therefore, our characterizations of the attitudes of these students should merely be treated as tentative conjectures at best.

Table 4.6 . Responses of dropouts who have completed 2-3 months in program as of May, 1970

	NUMBER INDICATED NO N	? N	YES N
Value Placed on Education			
1. The Street Academy is much more practical than most other high schools.	2	1	10
2. The training I get at my school is of little help in meeting the problems of real life.	4	1	8
3. A high school education makes a man a little better citizen.	3	5	5
4. A man would be foolish to keep going to my school if he could get a job.	1	2	10
5. Education is more valuable than most people think.	1	1	11
6. I have little chance to use my abilities in this school.	3	3	7
Acceptance by School Personnel			
1. The Academy staff encourages us to make suggestions for improvements at my school.	1	4	8
2. The longer you go to this school the more you feel you belong.	0	2	11
3. I have confidence in the fairness and honesty of the teachers.	0	1	12
4. My teachers are too interested in their success to care about the needs of the students.	0	2	11
5. My teachers give us credit and praise for work well done.	0	0	13
6. Most of the teachers and the higher ups are friendly towards me.	1	1	11

Table 4.7 Responses of dropouts who have completed 3 or more months in program as of May, 1970

	NUMBER INDICATED		
	NO N	? N	YES N
Value Placed on Education			
1. This school (Street Academy) is much more practical than most other high schools.	2	0	10
2. The training I get at my school is of little help in meeting the problems of real life.	1	0	11
3. A high school education makes a man a better citizen.	2	1	9
4. A man would be foolish to keep going to my school if he could get a job.	1	0	11
5. Education is more valuable than most people think.	1	0	11
6. I have little chance to use my abilities in this school.	0	0	12
Acceptance by School Personnel			
1. The (the Academy staff) encourage us to make suggestions for improvements at my school.	1	1	10
2. The longer you go to this school the more you feel you belong.	0	0	12
3. I have confidence in the fairness and honesty of the teachers.	0	0	12
4. My teachers are too interested in their success to care about the needs of the students.	0	0	12
5. My teachers give us credit and praise for work well done.	1	0	11
6. Most of the teachers and higher ups are friendly towards me.	0	1	11

THE VIEWS OF EMPLOYERS

Due to the general economic downturn, it has become increasingly more difficult for students from the Black and Puerto Rican community who lack specific marketable skills or high school diplomas to find employment. However, this condition is not severely affecting the job opportunities for Street Academy participants.

Academy students are generally referred for job placement through Jobs for Youth, in addition to the contracts which counselors and streetworkers have made with specific companies, i.e. The New York Bell Telephone Company and the First National City Bank were contacted and accepted students. In the four month period from February 15th to June 15th, twenty-four (24) direct job referrals were made by Jobs for Youth, an independent job placement and counseling service for economically disadvantaged youth, fourteen to twenty-one (14 to 21). Interviews with both members of their professional staff revealed that they are consistently able to place a higher percentage of Street Academy referrals than young adults who are either referred from other sources or arrive independently. They commented that these students were more easily placeable because they:

1. Are much better than the average neighborhood kids.
2. Are better prepared for employment by Academy staff.
3. Are more poised and self-confident.
4. Receive continuing supportive services from Street Academy staff.

They have been able to place larger numbers of these students in part time positions and stated their enthusiastic endorsement of the program. We requested that they check their records and provide us with the exact placement for each of the twenty-four referrals since February, however they were unable to secure this information, due to their inadequate filing system.

We were therefore, required to contact employers through word of mouth information from streetworkers and students as to where specific students were currently working.

Interviews conducted with supervisors at First National City Bank and New York Bell Telephone revealed that the students who were employed were performing well above the average, fit well into the employment situation, and got along well with both supervising personnel and co-workers. When asked to comment generally with regard to their perceptions of the entire Street Academy program, the overall impression was good. They felt that the staff takes a continuing interest in the participants as manifested by follow-up by the street workers after students and

former students were placed in the companies. If problems arose, the streetworker/counselor was available and interested in working them out.

Fourteen students of the forty-seven enrolled in September 1969 had been employed either full or part time. Interviews with a sample of this population revealed that most of them felt that their current employment was a necessary adjunct to continuing their education. Although employment was the current status, many verbalized plans to continue their education, and several had been accepted in a preparatory program - Harlem or Newark Preparatory Schools - or a community college for the coming academic year.

When asked to comment on their educational experiences at the Street Academy, the single comment most often expressed was that the instructors were able to get through to them because they are interested in the students as individuals and were able to get involved with them. From the employer's perspectives, the involvement and concern which the instructors show, appears to motivate the students to re-think their attitudes about education and become interested in continuing with the educational process.

CHAPTER IV

COMMUNITY PERSPECTIVES

In order to further assess the conduct and function of the Street Academy program, interviews were held with samples of administrators and students at Benjamin Franklin High School, the parents of Street Academy participants, and the employers of the youth who had attended the Academy.

HIGH SCHOOL ADMINISTRATORS: END OF YEAR

Interviews with the Principal and Assistant Principal of Benjamin Franklin High School resulted in a number of ideas relevant to the conduct of the Street Academies. To begin with, this administrative staff believes that the Street Academy is an absolute necessity for the adequate functioning of the high school.

The administrative staff of the high school believes that for students who must be discharged from high school, such as those who are total academic failures, are serious drug abusers, and others, the organizational structure and high school plans cannot adequately accommodate, there must be a setting provided to assist the students in overcoming problems.

The administrators believe that such a setting needs to be small and informal, where the student can be observed all day and have teachers and other workers to whom students can relate. Such a setting, in their view, would provide students with opportunities to find themselves and learn in a small therapeutic and educational program. In other words, the administrative staff of the Benjamin Franklin High School views the Street Academy as a place which should provide educational therapy for youth who are in need of much help of a varied nature.

As a way of elaborating on the needs for a Street Academy, some of the administrators pointed out barriers to reaching students at Benjamin Franklin High School.

For many students there is a 50 percent absenteeism rate. Many students have severe external problems of an economic or home nature. One-third of the students have arithmetic deficiencies.

A majority have problems with language skills. There is a lack of time for remediation and many students who come to school regularly cannot, or will not, do school work outside of school. Many of these students have problems which can be taken care of in high school. There are, however, others who need the help which can only be provided, they feel, in another setting, such as the Street Academy.

A number of weaknesses were noted, however, in the current relationship between Benjamin Franklin High School and the Academy. For one, the administration of the high school believes that the liaison between the two programs needs to be considerably strengthened. It would appear that few in the high school know what is going on in the Street Academy. A liaison person should be functioning to provide communication and support services. The administrators were quick to also add that the liaison person's role was to provide service and not merely to "snoop". They felt that with greater communication, the referral system would improve.

The administrators of the high school, in accord with their suggestions for greater communication, noted that while the majority of the high school teaching staff knows of the existence of the Street Academy, there has been no effective means employed to let them know what it is, and what can be done for students in the Street Academy. Although a presentation on the Academy was made in a faculty meeting, the timing was poor and somehow the teachers were not impressed.

As a further illustration of the poor communication, the acting Principal noted that until he was able to read Teaching & Learning's Interim Report (March 1970) on the Street Academy, he was not nearly as informed as he is now of the goals and conduct of the Academy.

It was also recommended that the Academy and high school work together - with adequate resources - to provide better school records data. It was also indicated by some administrators that with better records on each student, it would be possible to issue better progress reports.

In summary, at the end of the school year, the goals for the Street Academy held by the administrators from Benjamin Franklin High School are in substantial accord with the goals of the Academy staff; it appears to the Teaching & Learning evaluation team.

that differences noted at mid-year have been more a function of poor communication than anything else. The assignment of a liaison person should help to enhance understanding of their mutual problems by high school and Academy personnel.

HIGH SCHOOL STAFF AND STUDENTS: MID YEAR[1]

In addition to discussions with Academy personnel and students we also interviewed students and staff members of the supposedly complimentary institutions.

1) We interviewed several teachers informally and asked their perception of the Street Academy, its functions, etc., or about any information about the Academy which they received at Benjamin Franklin High School.

2) Several students were informally interviewed on the same basis as the teachers.

3) Two units of the high school which directly dealt with the Academy Program on an informal basis were interviewed. They were the counseling section and the attendance section of Benjamin Franklin High School.

It was found, at mid-year, that in the case of the teachers of Benjamin Franklin High School, few knew anything of the Street Academy operation. A very few vaguely recalled being introduced to the program at a faculty meeting, sometime in the fall. This, they said, was their only encounter, and those who recalled this session, were disappointed in the presentation and with the short time alloted for the introduction. During this metting, a silent movie on the program was shown. Generally, the teachers wished to know more.

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[1] In a brief discussion at mid-year with members of the Benjamin Franklin High School administration, some rejection was expressed for not only the Academy program, but it's total concept. It seemed that no communication or working relationship existed between the Academy program and the Benjamin Franklin High School administrative hierarchy. Since mid-year, the evaluation staff of Teaching & Learning Research Corp. have noted an increased awareness on the part of school staff about Academy activities.

At mid-year, it was found that in the case of the students, they too were almost totally ignorant of the Academy. None interviewed indicated that they knew anything of a detailed nature about the program.

At mid-year, conversations with counseling and attendance staff, it was noted that a great deal of concern and understanding of the Academy was generated on an informal basis; however, both offices expressed concern about a lack of information on the direction of the Academy program, and both felt that the Academy did not make any major move to alleviate this situation. Both felt that the Academy was serving a useful purpose, but again, were apprehensive about the possibility of a loose structure and poor efficiency of the Academy. Both units gave examples of the referrals to the Academy but unaware of outcomes or of any follow-up on these students. They felt that the Academy should provide more feedback. One counselor expressed concern for repeated requests from members of the Academy in the fall, for volunteer tutors, but when they got some from Benjamin Franklin High School, the program was too disorganized to use anyone effectively. He felt more efficiency was needed.

It should again be noted, however, that these initial perspectives were obtained at mid-year. The opinions at the end of the school year (see above) were much more positive.

COMMUNITY OPINION

In order to determine the attitudes of residents of the community concerning the use of the facility by school drop-outs and the overall effectiveness of the Street Academy program, eighteen interviews were conducted with business people, students who attended Benjamin Franklin High School full time, and parents of some of the program participants. These interviews were open-ended and our research staff asked two simple questions:

1. To what degree to students who have dropped out of neighborhood schools turn to the Benjamin Franklin Street Academies for help?

2. How effective do you feel the program has been in reaching the young people of this neighborhood?

The following summary of these interviews reflects the feelings expressed:

1. The Academy is very successful in attracting "turned off" youngsters and awaking their interest both in education and self-improvement because of the relationships which exist among the staff members; between staff and students; and among students. The honesty, openness, interest and ability to relate to these students is its greatest asset. Most youngsters who attend have been alienated and come with a sense of rejection with regard to the public educational system.

2. Parents and staff work in concert to keep students in class or other program activities and out of trouble. This team work is the key to adressing law violation, medical, social adjustment, and parent/child relations problems.

3. The most outstanding characteristics of the Academy reported were:

   a) The staff is non-judgemental, not strict, offers positive support -- there are no "non-meaningful" roles.

   b) There appears to be good communication with everyone.

   c) The Academy provides comprehensive educational, recreational, counseling and social experience for participants.

   d) The appearance of the Academy staff protrays youthfulness and a casual air of competence. The staff was reared in the ghetto, also.

   e) The students are involved in policy making and enforce their own fules. This has led to the emerging of greater senses of responsibility.

   f) The students can see the results of their efforts and they experience changes in their attitude about themselves and others.

4. Major areas of weakness

In summary - the major weakness brought out by our community interviews supported the Street Academy by statements indicating:

a) a need for more teachers.

b) a need for larger facilities and more materials.

c) a need for more money for supportive services - purchase of medicine - field trips - recreational supplies, and activities.

RECOMMENDATIONS

One obvious problem that we observed in the Street Academy was the disparity between the program structure and operation as it was set on paper, and as it actually operated. It seemed that the communication between responsible agencies, school and Academy was limited.

At this time, we recommend the following for consideration, if the educational phases of the Street Academy and the Academy of Transition are to serve their desired goals:

1) The administration of the Urban League and of the Board of Education should facilitate better coordination of funds and facilities within the workings of the Academy.

2) There appears to be many younger than high school age neighborhood youths in the Cluster Services who should be in other programs. This will enable the few teachers and workers in the Academy to spend more time with each participant.

3) The status of the Academy vis-a-vis Benjamin Franklin High School should be more clearly defined and the administration as well as the general staff should be more informed about their working relationships. In addition to the physical facilities that the school offers the Street Academy (such as the gym), Benjamin Franklin staffs andother resources should be used to assist the Street Academy personnel (at the end of the school year, school and Academy staff were initiating new efforts toward this end).

4) The Street Academy appears to suffer from inadequate physical facilities, insufficient numbers of teachers, and a shortage of educational materials. This needs to be remedied. Why this is the case could not be definitively ascertained.

5) The salary paid to teachers and/or streetworkers for their work, which is extremely demanding, seemed to be a source for lessening morale. Therefore, we suggest that the provisions for salaries be the subject of attention by all responsible agencies and offices.

6) The liaison service between Benjamin Franklin High School and Benjamin Franklin Street Academy seemed to be failing it its purposes. The Street Academies staff should be more aware of support activities available through the regular school program for participants in the Street Academies program. (At the time of this report, a person has been appointed to develop better liaison. We concur with this action).

7) The Street Academy should receive all referrals from teachers, social workers, and guidance counselors to the Street Academies program and provide feedback to the school on the students who attend the Academy. Of course, adequate resources for follow up and feedback must be made available if this is to be accomplished. It is suggested that a school-Academy committee be charged for developing such a program.

8) The Street Academy should prepare profile data sheets on each student accepted in the Street Academies program, including demographic data, last recorded achievement scores, special problems, home contact, etc. Better record keeping deserves high priorities for future evaluations and accountability.

9) The students from the Street Academy who want to return to Benjamin Franklin High School, should be aided by securing academic credit for work completed at the Street Academy. Toward this end, it is recommended that a school-Academy committee charged with setting up procedures for ascertaining credit.

10) It also would be helpful to coordinate teacher seminars between Benjamin Franklin High School faculty and Street Academy staff on techniques for reaching and teaching these students. Perhaps it could be arranged for Street Academy content area teachers to attend department meetings, and interested Benjamin Franklin High School faculty could participate in seminars and staff meetings of the Street Academy.

In summary, one comment by the Director of the Academy, "We are spread too thin...we lack sufficient resources," which was reinforced by all parties and our observations, sets the stage for the most important of our recommendations. We believe that those responsible for this program should give very serious attention to either of two implications.

1. The academy should reduce the scope of the services it offers, and concentrate their current resources on a fewer number of dropouts, or

2. The Academy should have its resources expanded so as to more adequately meet the needs of the several hundred it is currently attempting to serve. (It should be noted that the expansion of resources also refers to the addition of more professionally trained staff).

Unfortunately, neither of these recommendations offer easy solutions.

The acquisition of additional funds and staff is a most difficult task in any system. And, of course, the concentration of current resources on fewer students may mean leaving many students without serious needs being met. Either alternative, however, is preferable to the consequence of "spreading ourself too thin", which we believe to be particularly true in this program.

CHAPTER VI

THE SUMMER PROGRAM OF THE BENJAMIN FRANKLIN STREET ACADEMY

Summer Program Objectives

The major goals of the summer program of the Street Academy are the same as those for the regular school year. However, during the summer, emphasis is also placed on (1) recreational activities, (2) employment placement, (3) and expanded educational services.

There are, however, two distinct programs. One serving high school age youth and the other service children from pre-kindergarten age through junior high school levels.

In the high school level program recreational activities include swimming, baseball, basketball, tennis, billiards, movies, part concerts, and participation in physical fitness programs. In the lower age level program, recreational activities include museum trips, zoo trips, Central Park outings, childrens' concerts and swimming.

The educational services of the high school academy program in the summer include personal hygiene and fashion instruction, individualized remedial tutoring, seminars in poetry and the novel with poets and novelists, attendance at special cultural evends such as Broadway plays, courses in sex education and assistance in college and private school placement.

The educational services offered to the younger children include educational readiness games, reading, writing and arithmetic workshops, and individual tutoring for junior high school subjects.

In addition, the high school summer academy program includes special field trips: a one week trip to Washington, D. C. sponsored by Western Electric Corporation, which includes meeting and speaking with legislators; a trip to a Massachusetts farm, complete with a lake, forest area and livestock; a trip to a private school, George School, and a private college, Amherst; trips to local beaches and state parks, including Jones Beach, Riis Beach, Manhasset and Bear Mountain State Parks.

The Academy has placed approximately twenty two young adults in tutorial, receptionist, cullinary, supervision of younger-age programs, and assistantship positions to street workers

Finally, there is a daily lunch provided for the participants in the high school summer program of the Academy.

In both the high school and younger age programs, activities are scheduled so that students and workers can partake in more than one activity.

EVALUATION OBJECTIVES

Due to the fact that the summer program began in July and extends beyond the time required to submit this final evaluation report, it is impossible to assess in this study the impact of the complete summer program.

The evaluation objectives of this study, therefore, had to be limited to:

1) Assessing the extent of program participation.

2) Assessing the attitudes of the student participants toward the summer program of the Academy.

FINDINGS

The major questions asked of the students were:

1. What do you like about the Academy Summer Program?
2. What don't you like about the Academy Summer Program?
3. How do you get along with the Academy staff?
4. How do you get along with other students at the Academy?
5. What would you be doing if there wasn't such a program?
6. Would you have otherwise have had an opportunity to participate in such activities as the Academy's?

Based on in depth interviews of ten participants and a brief interview with about fifteen others, the evaluation staff concluded that in general the students were very much in favor of the summer program. It provided them, according to the students, with recreational services which otherwise they couldn't afford; employment services which provided more than twenty of them with jobs, educational opportunities not always available in the public schools, and culture events. This program allowed them,as the students commonly expressed it, "to do their own thing." They admired the flexibility of the program and the dedication of the staff. For example, one staff member invited the students to his farm in Massachusetts for a one week vacation of fishing, hiking, studying and discussions of current events.

The program, in their estimation, is providing an enriched summer. Without it they forsaw hot restless days, frustration, trouble with the law, and activities distructive to themselves. The new students were excited about their inclusion in policies, and enforcing disciplinary roles. Most felt that they were respected by the staff and treated as young men and women. In order to insure a successful activity and ultimately a successful program, they felt individually responsible for making contributions.

The following summarizes the extent of participation of students in the various types of activities.

ANALYSIS OF PROGRAM PARTICIPANTS

1)	Street Academy Enrollment	25-30
2)	Special Summer Programs (Massachusetts Trip)	24
3)	Basketball Tournement (6 teams)	48
4)	Private school and college placement	4
5)	Job Placement	22
6)	Summer activities (swimming, dance and drama, basketball, baseball, beaches, tennis, billiards, personal hygiene and fashion, seminars, etc.)	60

7- Tutoring for pre-school, primary, elementary, and Junior High School students. 75

8- Miscellaneous activities (drug program, other schools, jobs, legal aide). 20

It was, in addition, ascertained that 53% of the participants in the Summer Academy Program regularly attended educational institutions other than the Benjamin Franklin Street Academy. Included in this number were students from Benjamin Franklin High School, Berkley Training School, Lefferts School, Brandeis High School, the Bronx High School of Science, Central Commercial High School, Julia Richman High School, Washington Irving High School, I. S. 201, George Washington Vocational High School, Queens Vocational High School and John Addams High School.

In summary, we may conclude that this Summer Academy Program serves students throughout this community. The students themselves value the program and the program provides for the communities desire to meet the needs of its youth.

BENJAMIN FRANKLIN URBAN LEAGUE STREET ACADEMIES

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